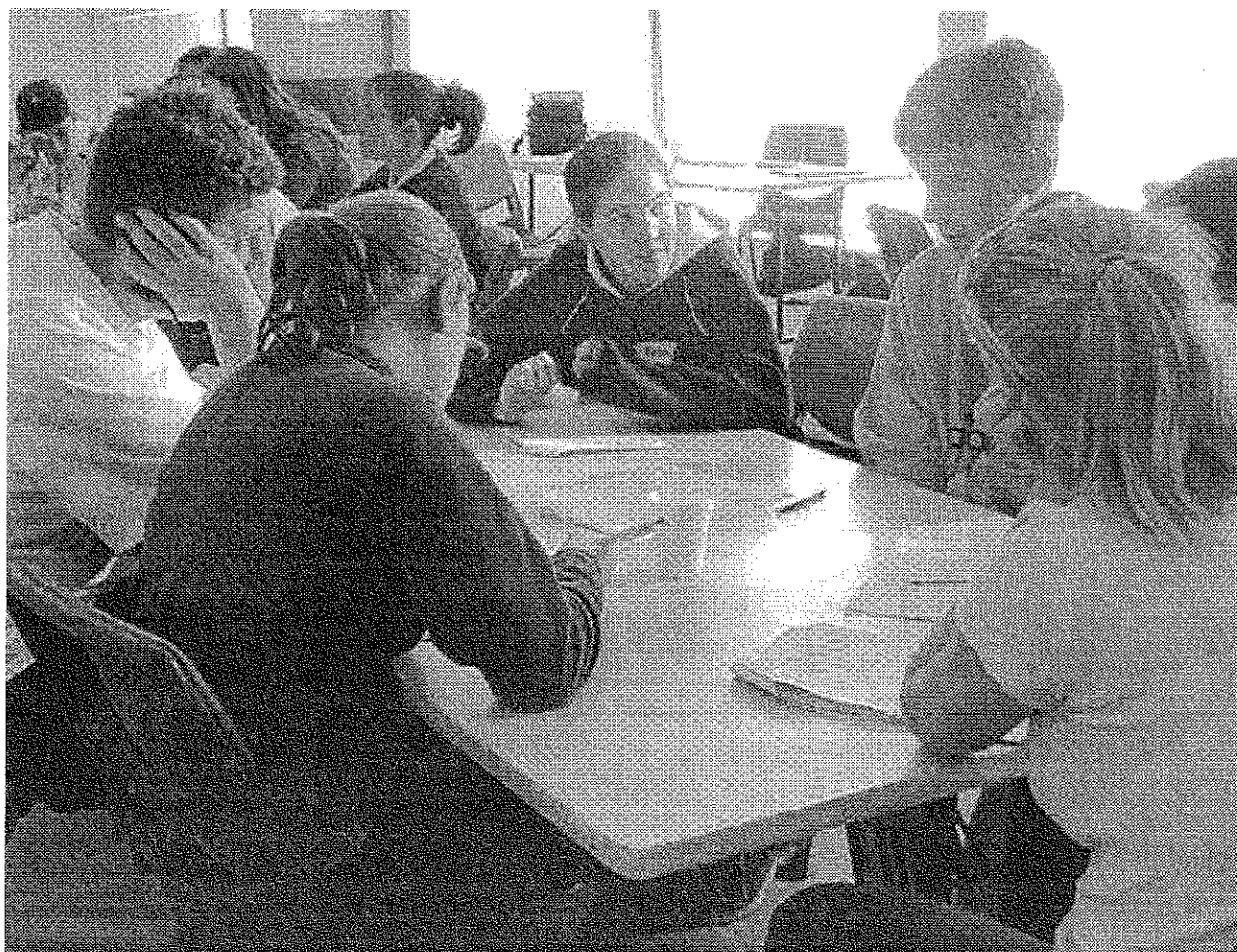


Connect

supporting student participation

ABN: 98 174 663 341

***Number 123:
June 2000***



*Also in
this
issue:*

- Student Voice in the Education Act Review, South Australia
- Youth Partnership Accountability for Services
- Leading the Way at Berwick Secondary College
- Primary School Student Councils: Queensland and NT
- The New Basics and Productive Outcomes in Queensland
- Victorian State SRC Update
- Resources: *Form One Lane PD; Electronic Discussion Group; Seminars and Conferences; Research Reports*

& Incorporating the PASTA Newsletter #18

Print Post Approved: PP 340646/0008

ISSN 0158-4995

\$4.00

Connect, 12 Brooke Street, Northcote 3070 Victoria Australia

Connect

Number 123; June 2000

- 3 **Student Voice: South Australian Students Have Their Say on the Education Act**

Adam Kilvert

- 5 **The Possibilities of Youth Partnership Accountability for Mental Health Services**

Kathleen Stacey

- 7 **Leading the Way: Berwick SC**

Cathey Dragasia

9 **PASTA Newsletter #18**

- 9 **Pass the PASTA** *Jeanne Bow*

- 10 **The Trip of a Lifetime** *Ken Page*

- 11 **SRC 2000 Bulletin**

- 12 **20 Things Advisers/Students Can Do**

- 16 **PASTA Memberships - now due**

- 17 **Student Council Documents**

Hambledon State P-7 School, Qld

- 18 **Wise Counsel Beyond Their Year ...**

Henry Gray, Lanyer School, Darwin

- 19 **The New Basics: Education Queensland**

- 19 **YPAG: South Australia** *Simon Perrie*

- 20 **"Form One Lane": PD Seminar Report**

- 21 **Victorian State SRC Update** *David Mould*

- 22 **NEWS AND REVIEWS:**

IDEA 2000; UK Student Council Research Study; HSReform-Talk; Peer Support Seminar; Democracy in Education Conference

- 23 **CLEARINGHOUSE:** Local and Overseas Publications; Documents; Friends of **Connect**

- 24 **ORDER FORMS:**

Subscriptions, Materials

Connect:

ABN: 98 174 663 341

Connect is edited and published by: Roger Holdsworth
12 Brooke Street, Northcote 3070 Victoria Australia
Ph: (03) 9489 9052; (03) 8344 9637; Fax: (03) 8344 9632

E-mail: r.holdsworth@edfac.unimelb.edu.au

Publication of **Connect** is supported by the
Youth Research Centre, Faculty of Education,
The University of Melbourne

Cover:

ACT students at an inter-school training day.

This Issue

In this issue of **Connect**, various articles deal with approaches to forums, consultations and partnerships with students and other young people, around policy and program issues. From South Australia: a report on the Legislation Review process focuses on forums held there to gain student views; the Youth Affairs Council (YACSA) reports on its Youth Participation Action Group (YPAG); and Kathleen Stacey outlines some possibilities and principles for youth partnerships - in mental health services, but with broader applicability to other sectors and issues.

In Queensland, there continue to be interesting developments within the 'New Basics' approach of Education Queensland, particularly in relationship to 'Productive Outcomes' and 'Rich Tasks'. Lisa Hunter is following up these approaches for us and provides an initial overview - more to come on this we suspect.

And, of course, there are school, regional and state stories: from the Northern Territory, Queensland, NSW and Victoria. I hope you enjoy some winter reading.

Connect and the GST

This is the last **Connect** before the GST begins on July 1. What impact it will have on **Connect** is still somewhat uncertain. But there's already been an increase in workload in responding to queries and circulars: at last count over 25 'formula' letters asking what 'price reductions' can be expected! Ha! So, for the record, this is our position:

Connect has an ABN (as quoted in this issue); **Connect** is not registering for the GST (our turnover is below the threshold); thus **Connect** will not be charging an extra GST (or issuing Tax Invoices). On the other hand, we will be *paying* GST on printing and postage costs and on other materials; until now we have been sales tax exempt, and thus these costs will *increase* substantially. We will try to *absorb* these added costs within our current subscription rates for as long as possible. However, when it becomes clearer how our costs change, we may have to reconsider the current rates. We'd welcome your views on this.

But all current subscriptions will be honoured at current rates, at least until they come due for renewal.

For a small magazine that does not cover any labour costs (what is the GST on a 'labour of love?'), operates on tight financial margins, and does not receive any funding support except from subscriptions, the compliance costs have already been considerable - in time and in postage. Please remember this when you're asking us for GST responses, and when you're renewing your subscriptions.

Roger Holdsworth

NEXT ISSUE is a double issue:

#124-125 - August-October 2000

Deadline for material: end of July

STUDENT VOICE

South Australian Students Have Their Say on the Education Act

Over the past year, students from across South Australia have spoken out on the review of the Children's Services Act and Education Act.

In November 1998, the Minister for Education and Children's Services, Hon Malcolm Buckby, formally announced the Government's decision to review the South Australian Children's Services Act (1985), and Education Act (1972).

A major feature of the review has been the widespread and in depth consultation period, inviting contributions from the public, parents, teachers, special interest groups and students.

The Minister was keen to hear input from students as they are in the unique position of being directly affected by any policy and legislative decisions in education. The Government hopes that by adopting this approach the new legislation will reflect the views of children, students and the South Australian community and will take the provision of education and

children's services well into the twenty-first century.

In response to the first of four discussion papers, the Minister received 886 written responses from students, while 641 students attended 23 forums and focus groups held around the state.

Chris Harrison, the Project Director, headed up a team that travelled the State speaking with students and documenting educational issues which young people considered important.

'The sheer volume and quality of responses to the review

is clear evidence that students want their voice to be heard on the future role of education and care in shaping the lives of young South Australians,' she said.

Student voice was an issue that the majority of South Australian students felt very strongly about. This was reflected in both the written submissions as well as the comments from the student forums.

Student representative councils (SRCs) were identified as the formal means of expressing students' views in schools. Student councils develop leadership, communication and social skills, and teach students about the democratic system and the responsibilities of representation. In addition, they give students the vehicle through which to voice current student needs and opinions and help develop ways in



which schools can accommodate these needs.

With these strengths in mind, students widely supported the concept of a compulsory student representative council in all primary and high schools. Statewide SRC meetings and student forums with the Minister were also identified as being beneficial.

Compulsory education and school leaving age generated widespread comment and debate from students. It was generally accepted that a compulsory period of schooling is essential in developing students' academic skills, social skills and personal values.

In addition, students agreed that enforcing school leaving requirements increased the opportunities for future education and employment. Students regularly identified the need for school leavers to have gained a specific qualification or a skill-based credential before leaving school, regardless of age.

Of particular importance to secondary students were the *pathways from school to further education or employment*. Students identified work education and work experience subjects as important in making them aware of these pathways while also commenting on the value of high schools working with TAFE Institutes and universities to provide relevant information. However, there were some concerns about country schools being disadvantaged because of geographical factors and therefore

finding it hard to access these pathways.

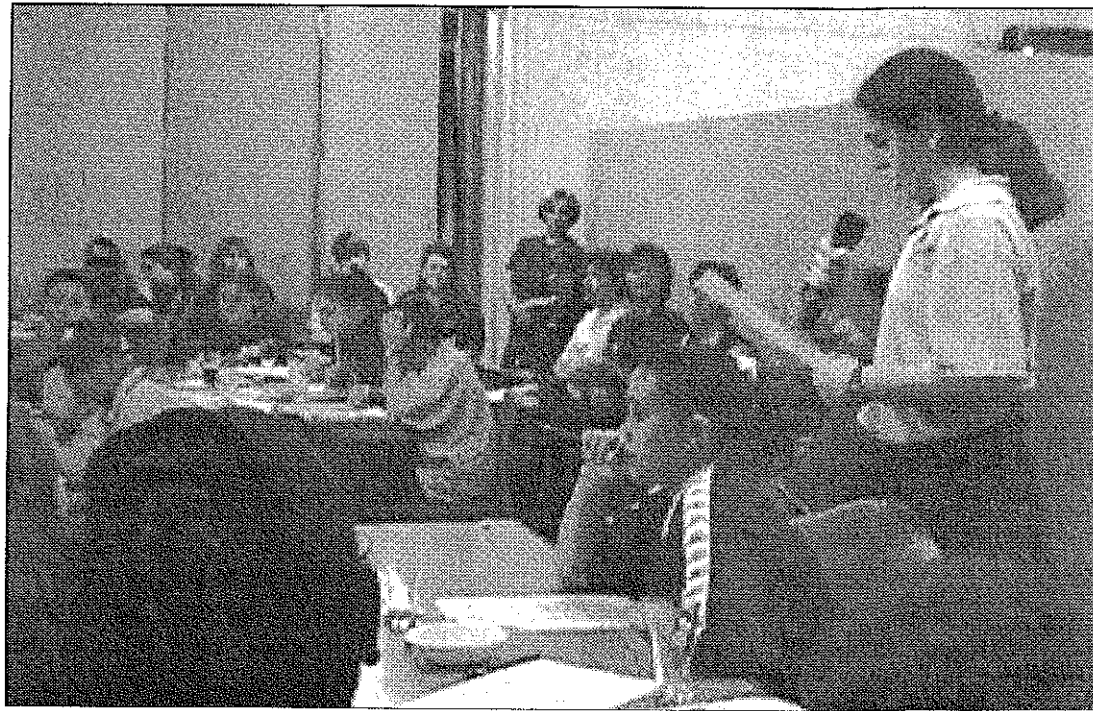
Students were of the strong opinion that computer literacy and knowledge about *information technology* was essential for future education and employment. To meet these challenges it was recommended that in the future, schools should incorporate information technology classes into their curriculum. In addition, student felt that schools should aim to provide all classes with enough computers to ensure equal access for all.

Country students also saw information technology as a means to bridge the gap between city and country students and

a *traditional school* may change. Teachers will have to be trained in information technology, as they will still be needed to explain things that cannot be explained by a computer. As one student put it, a *teacher's contribution to learning is essential*.

All written responses and transcripts from the student forums have been entered into the review database and will contribute to the process of producing a draft Bill that will be introduced into South Australian Parliament for debate in mid 2000.

The review website has up to date information on the progress of the new act as well as the transcripts of the student forums. In addition, the 'Student Voice' consultation



reduce some of the educational disadvantages of living in the country. However, there were some concerns expressed over the negative social and physical effects from the overuse of computers.

Finally, when asked to consider how information technology might affect schools in the future, students were of the opinion that there will always be a need for schools, but that the definition of both *attendance* and

report is also available to download. This report provides a more detailed summary of last years consultations with students and outlines the recommendations that students made. The website address is:

<http://www.learnsa.net/legnreview/>

Adam Kilvert

Project Officer

Legislation Review Unit

31 Flinders St, Adelaide, SA, 5000

The possibilities of youth partnership accountability for mental health services

Kathleen Stacey

Youth partnership accountability is relevant to any human services sector involving young people. This short paper was written with reference to mental health; however, most of the issues are transferable to other areas.

There has been increasing concern in Australia about the mental health of young people and how to improve and promote it over the last twenty years. In recent times, discussion about the need for consumer participation in mental health services and accountability services to consumers has occurred. To date, this has been predominantly directed towards adults/parents and limited to consultation and some influence in decision-making. Less attention has been given to professionals and bureaucrats being in partnership with and accountable to consumers/clients. Furthermore, most energy has been directed to the experiences of consumers/clients at clinical intervention and early intervention levels; important areas, but only part of the spectrum of activity that can and needs to occur in mental health.

Although considerable energy has been expended on how best to address young people's mental health in Australia, particularly in relation to suicide prevention, only a small portion has been directed at working in partnership with young people to determine respectful and effective ways of promoting their mental health. In order for professionals to appropriately use available resources for supporting and promoting the mental health of young people, they need to gain access to the knowledges of young people. Very few forums for doing this have existed in the mental health area until very recently, outside of professionals individually choosing to consult with and work in partnership with young people.

In 1996, a youth forum was established in the Murraylands, a rural region of South Australia. This forum was part of the CHAMPS Project, a youth mental health promotion project. The main goal of CHAMPS was to improve the mental health and well being of 13-18 year old young people in the Murraylands region by enabling them to have a voice in shaping the way in which mental health services are provided to them and to participate in mental health promotion activities. CHAMPS won't be described here although information on it can be found elsewhere. What will be (very) briefly described is what it means to work in partnership with and be accountable to young people, an approach now known as "youth partnership accountability." As one of the objectives of CHAMPS was to develop a model of best practice for working in partnership with young people, these ideas are direct outcomes from CHAMPS work. The notion of 'accountability' is a critical one.

Youth partnership accountability is a specific approach to youth participation, where youth participation is the larger "umbrella" term. There are many ways of going about youth participation, with some more suited to particular situations than others; from very token efforts where young people's presence is more about "icing on the cake" than a meaningful role, to situations in which young people have full control over a project, service or issue. In a youth partnership accountability approach, young people work collaboratively with service providers to address issues of concern to young people and have meaningful and clear decision-making capacity where service providers take up positions as "supporters." Although service providers may take action and make decisions, they do this with the *express* permission of young people and need to report back to young people.

Young people are provided with information that service providers take for granted in the course of their work and service providers develop understandings about young people's lives, experiences and capacities that were previously unavailable to them. Inevitably, service providers make mistakes in their relationships with young people from which they can learn. These mistakes may be omissions, things not done, not considered or just assumed, as much as they may be commissions, things actively done. They need to acknowledge them and do whatever they can to repair them so that young people know that service providers are "for real" when they say they will be accountable to young people. Accountability needs to be witnessed by young people. Young people will also make mistakes or experience disappointments from which they can learn in developing more "savvy" about how to operate in adult-dominated environments and help adults learn to create more youth-inclusive environments and ways of doing things.

Relationships between service providers and young people that are built over time and based on mutual respect, trust, honesty, a willingness to be vulnerable, genuine care and reciprocity are one of the hallmarks of youth partnership accountability. Such relationships challenge several ethical principles for conducting relationships with consumers that service providers are typically taught. This remains a contentious area that needs more exploration so that a contemporary approach to ethics can be created - an ethics that would foster rather than constrain effective work with young people.

Youth partnership accountability work is a big learning experience for both young people and service providers. Young people rarely experience being treated

in a manner where they are seen as the authority over their own lives and service providers are not usually trained to be so "transparent" about explaining what they do, why and on what information or assumptions their decisions and actions are based. Nor are service providers taught to engage in a detailed examination of power in relationships with clients/consumers, to question their right to authority over other people's lives or to take responsibility for the negative effects of their words, decisions or actions on clients/consumers lives. Wise service providers learn that they earn far more respect for having the courage and honesty to acknowledge that something was not right or not good enough or that they don't know something, rather than being defensive and trying to cover up inadequacies or errors. Such learning does not come easily (or ever) for many. Both young people and adult consumers in mental health are often required to exercise repeated patience while service providers learn this. It is little wonder that their patience gets frayed at times and service providers hear the sting of that frustration.

It is important to note that youth partnership accountability is not simply about working with those young people who adults identify as having "natural" leadership qualities. It is about actively making opportunities to recruit young people who are less likely to be nominated by others, or expect to feel included or confident enough to be part of a project or influential group. Such young people have many talents that are often hidden from others, including themselves!

Youth partnership accountability goes beyond ensuring that the marginalised voices of young people are heard in adult arenas. It needs to also find ways of ensuring the voices of *marginalised young people* are heard amongst their peers. This is not always easy, but attending to these internal relationships ultimately means that a group as a whole has more strength and cohesion when interacting with the groups they seek to influence. Service providers who support youth partnership accountability work need to be prepared to engage in conversations about racism, disability, health/mental health, sexism, homophobia and classism among other things. This may involve responding to situations as they arise, but also actively introducing topics for young people to *explore*. It is important to not impose ideas. However, it is critical that service providers are honest about their personal position while allowing and supporting young people to question or work toward their own. This is often a fine balance to achieve. If young people do not feel intimidated to talk about their own thoughts and feelings, even though your position might be different to theirs, then you are probably achieving this balance.

This has been only a brief foray into the area of youth partnership accountability. You may ask: *What might this way of working make possible for mental health and related agencies who work with young people?* In short, it enables the following:

- ♦ An agency informed about the needs of young people from the *perspectives* of young people.
- ♦ An agency that is willing to respond to young people's needs and ideas and then be *accountable* back to them for what the agency has done about these needs and ideas.
- ♦ An agency that sees young people as *key stakeholders* in designing and delivering a range of services in mental health and related agencies, therefore, an agency that is willing to work in partnership with young people where young people have meaningful decision-making capacities in relation to the agency.
- ♦ Service providers who can interact with young people while remaining *conscious* about the place of power in the relationship, both its unhelpful and helpful effects
- ♦ An up-front and honest way of talking about power and relationships between young people and workers for *both* young people and workers.
- ♦ The development of committed and caring relationships between young people and workers in which *mutual respect, trust, openness* and *reciprocity* are present.
- ♦ *Solidarity* between service providers and young people as they collaborate in gaining resources and designing services that are meaningful, inclusive and effective for young people.
- ♦ More *satisfying, meaningful* and *respectful experiences* for young people who engage with services, whether for intervention, prevention or mental health promotion activities. This increases the likelihood of reaching young people who normally don't access services.

If these are sort of outcomes that you are seeking, then learn about and explore the possibilities of youth partnership accountability.

Kathleen Stacey runs *beyond...* (Kathleen Stacey & Associates) doing consultancy, training and therapy and specialising in family therapy work with young people, youth participation, community development, prevention and health/mental health promotion projects. She is also the co-founder of the Youth Partnership Accountability Collective, along with David Tully and Leanne Black in South Australia. In her PhD research she is exploring the nature of relationships between young people and service providers in youth partnership accountability work and their ethical implications. Contact: <beyond@arcom.com.au>

- 1 There has been a flurry of activity in creating forums for youth participation in general since 1998. For example, the National Youth Roundtable has been created by the Federal Government as an exchange for defunding AYPAC (the Australian Youth Policy and Action Coalition). However, a discussion of this is beyond the scope of this article. Well-founded scepticism exists regarding the intentions of some of this work, the way it has been treated as a replacement rather than a critical expansion of other previously government funded youth advocacy groups and the understanding of appropriate, respectful and politically cognisant ways of conducting these activities.
- 2 Stacey, K. & Turner, C. (1998) *CHAMPS: Final evaluation report*. Adelaide: Southern Child Adolescent and Mental Health Services; Stacey, K. & Turner, C. (Eds) (1997) *Talking together: Young people educating Adults*. Proceedings of the Inaugural CHAMPS Project Conference, November 11, 1997, Murray Bridge, South Australia. Adelaide: Southern CAMHS.

Reprinted from (with permission): Stacey, K. (1999) 'The possibilities of youth partnership accountability for mental health services'. in *Balance: Queensland Association of Mental Health Journal*, Winter, 16-17

Leading the way

When I was in high school, I loved being a member of the SRC: it gave me a sense of belonging and a sense of achievement. I don't recall what attracted me to join the team, but I do recall the endless opportunities to get involved and organise activities such as the annual school social.

It wasn't until I started teaching at Berwick just over 3 years ago that I realised that most schools have a token SRC, a group of students who are given the chance to represent their student body, but never the chance to really make a difference.

I first coordinated the SRC last year and it was to be yet another successful year for the BSC SRC but something was missing - something wasn't right. The image of the SRC and the types of students associated with the group had a negative connotation amongst both staff and students. Everyone knew the SRC did fund-raising, maybe ran an out-of-uniform day but that was about it. The concept and the name - SRC - had been around ... forever.

It was decided we needed to introduce a new innovated student leadership group, a group that would attract and interest a variety of students, a group that would deal with real issues and concerns within the school and not be just about running a sausage sizzle at the swimming sports.

The new team, made up of almost 40 very dedicated leaders from years 7 to 12 is suitably named **Student Voice**. Up to 8 leaders are elected by their peers to represent them for the year. Together these students form a Senior and a Junior team. The teams operate under the guidance of the coordinator, run by an executive team made up of 6 leaders.

According to its Constitution, the Student Voice has a number of aims and goals. The two main focuses as I see them are offering our leaders and the general student body the chance to be involved in leadership training and the opportunity to be taken part in decision making at a school level.

Leadership Training

All leaders are given the opportunity and encouraged to attend a leadership/induction conference run over three days in the second week of the year (elections are held in November of the previous year allowing for a very prompt start). The jam-packed program covers all induction issues such as meeting (known as forums and studios) procedures, election of the executive team, the first forum, brainstorming for ideas, workshops on decision making, team work and goal setting, as well as a chance to socialise and get to know each other. The conference this year proved to be a great success, giving many of the senior students a chance to lead the sessions. This approach does not only benefit the seniors, who develop their skills by leading; it sets the precedent for the juniors to follow.

Leaders are also given the chance throughout the year to attend other training and conferences: eg International SRC Conference in Sydney in December, emPOWERme, etc.

Decision Making

We have two leaders representing their student body on most school committees. These leaders provide a link to the committees in the school where most of the decision making is taking place. The leaders are exposed to the complex process of decision making and a realisation that when they want to see a change made, it involves a lot of hard work and determination not only on their part but also when it reaches committee level.

We have leaders on the following committees:

- School Council
- Facilities
- Policy and Planning
- Curriculum
- Publicity

Student Voice Office

The team has an office where they can work in privacy. Leaders are free to use the office during recess, lunchtime and after school. They can also negotiate time off from class to work on their current projects (on the proviso that they catch up on anything they miss in class). The office is their own space, it is very homey with a computer, work space, book shelf full of leadership manuals, magazines and books, a whiteboard for them to brainstorm their ideas and a pantry to keep the energy levels up when they are working away for hours.

Student participation groups need to be a lot more than just a group of students made to do all the hand-balled tasks, tasks that staff deem them capable of: 'the SRC can do that!'. These students want to get involved and make a difference, but they need to know what they are involved in will be taken seriously, that they will be taken seriously.

The Student Voice is definitely more than just a token participation group. It has taken and it continues to take a lot of hard work and commitment, not only on the part of the students, but from the staff coordinator and the school administration also. Our leaders are nurtured and encouraged to research their ideas, to be involved in school committees, to develop their full leadership potential. Both leaders and supporting staff wear our Student Voice T-shirts, sporting the logo and the motto, with much pride. I am confident the change has been the right move and that indeed Student Voice is leading the way!

Cathey Dragasia

*Student Voice Coordinator
Berwick Secondary College
PO Box 437, Berwick 3806*

A Brainwave at Berwick ... next page

A Brainwave

Junior Student Voice Project Update

Way back in my high school days(a few months ago) we had nothing to amuse ourselves during lunchtime and recess. It got a little boring just sitting around. The, as the clouds went away and the sun came out, four students (Danie, Andrew, Kerri and Stacey) had a brainwave - to build a playground!

A playground?! You must be thinking adolescents are too old for a playground - but we want something for us to have fun on, to keep us fit and warm.

At the next Student Voice Junior Forum, the idea was brought forward, accepted by the group and the four of us were assigned the project.

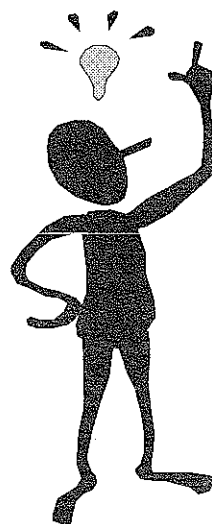
We settled down to think about what we really wanted - we were very aware of the baby image attached with playgrounds. Out came the trust yellow pages and we contacted all the playground companies, asking to be sent out brochures of what their company could offer. Meanwhile, we also investigated safety rules and regulations.

A survey was written to determine whether the playground idea would be accepted by our student body and if so, what equipment they would like to see purchased. 250 students were randomly surveyed across Year 7 to 12. The response was great: 69% of the students were very keen to have a playground built. This was our first green light to go ahead.

We decided a collection called 'teenranger' would be most suitable and age appropriate for

our age group. Last week, we arranged for a representative from the 'teenranger' collection to come out and speak to us. We met with James Hubbard, the manager, discussing what exactly we wanted, where it would go, how much it would cost, the materials, the construction, etc.

All equipment made by this company meets the safety regulations set by the Australian Standards Association.



Where to next? We are having plans drawn up of all the equipment we select, in the appropriate sequence. This will come with the price tag which I can tell you now, is quote high! One June 14th, we will be presenting our research and findings to the Facilities Committee. The next green lights we seek are from the facilities and School Council, but even then we have a long way to go - including funding and sponsorship of our great idea.

Fingers crossed that it all works out!

Stacey Fisher and Kerri Parker
Year 9, Student Voice Leaders

PASTA NEWSLETTER

18 - June 2000

PASTA is the acronym of the Professional Association of Student Representative Council Teacher/Advisors. Founded in New South Wales, Australia, in February 1995, our Association exists to support in whatever ways possible those who work with and support programs of student participation, representation and leadership.



SEE OUR MEMBERSHIP INFORMATION AND APPLICATION FORM IN THIS ISSUE

PASS THE PASTA

Since the last Edition of this newsletter, PASTA's Conference Committee has met with major supporters of the 1st International Student Representative Conference (ISRC 2000). The meeting, hosted by the Faculty of Education representative Diane Butland at The University of Sydney, welcomed Michael Nolan, SRC Adviser of Bordentown High School, New Jersey, USA and Helen Kerr-Roubicek representing the NSW Department of Education and Training (DET). PASTA reported that some 20 countries had expressed interest in the conference. The most significant of these were the United States, whose National Coordinating Committee has formed a delegation of 46 students and 12 advisers, and Canada, where the Canadian Association of Student Activity Advisers has formed a delegation of 75 students and advisers, including some 20 Indigenous Canadians of the Mohawk tribe. Within Australia, applications have been received from students in Tasmania, Victoria and New South Wales. PASTA wishes to express its appreciation for the support of DET through the Assistant Director General Student Service and Equity Programs, Mr George Green. His letter to District Superintendents advising of DET support encourages DET leaders to bring this conference to the attention of staff and students.

Ms Anna Samson, Conference Program Coordinator, led the meeting through the program with a discussion of the intention of workshops, discussion groups and melting pots to produce recommendations for DAY 5 of the conference. The main student forum on DAY 5 will debate prioritised recommendations from each day of the conference. Action plans will be developed for implementation in home countries, but major issues will be referred on to the United Nations. Elected representatives will report back to the 2nd International Student Representative Conference planned for Athens in 2004. The vision is to build an International Student Representative Conference for each Olympic city in the year the Games are held. Discussions are underway to

develop, as part of the Opening Ceremony of ISRC 2000, a welcome by Indigenous Australians in the spirit of Corroborree 2000. Day 1 of the conference, *Celebrating our Cultural Heritage*, has also interested the Ethnic Communities Council Education Sub-committee who have formed a group to work out how they can be involved.

First Kansas, then Minnesota, and now the third Australian Delegation is almost ready to depart for the National Association of Student Councils' Conference in Cupertino, California, USA. After the National conference, the delegation will travel to Edmonton and join the Canadian Association of Student Councils at a Leadership Camp from July 3-7. Why bother? As a result of Student Leadership Activities, PASTA is negotiating with The University of Sydney and the University of Newcastle for official University Credits for Advisers participating in ISRC 2000 and other conferences. There are benefits from having Student Leadership Activities co-curricular! And besides - it is part of "life long" learning. Have you sent in your application?

Interstate news has come from the Victorian branch of PASTA which held an SRC Teacher/Advisers Professional Seminar "Form One Lane" at Latrobe University on March 31 (see **Connect** 122). Ralph Murray, Immediate Past President attended and presented a workshop on ISRC 2000 and the Community Service Certificate award program. Vic PASTA grew out of the Eastern Region Student Council and has as its President Mr Rod Land from Koonung Secondary College, Box Hill. We would like to extend a special welcome to Rod as a member of PASTA's National team.

Jeanne Bow

<http://www.hsc.csu.edu.au/pta/pasta/>

The Trip of a Lifetime

One of the highlights that the 1999 USA SRC tour delegates experienced was that of being hosted by Bordentown Regional High School Student Council.

Bordentown is situated in New Jersey, about halfway between the cities of Washington and New York, and just across the Delaware River from Philadelphia.

During our stay we had the opportunity to visit each of these cities, and to see some of their more interesting attractions eg a small part of the Smithsonian Institute and the Vietnam 'Wall of Remembrance' in Washington, the Philadelphia museum and the Liberty Bell in Philadelphia, the United Nations and 'Les Miserables' on Broadway in New York, as well as the many local sights that Bordentown itself had to offer.

In April this year we had the opportunity to repay their kindness by hosting students and advisers from their school during an all too brief visit to Australia. Below are two articles relating to that experience: the first from Angela Del Vecchio (one of the Bordentown delegates) giving her impressions whilst here; and the second from Nicole Symonds (a student from Gorokan HS, NSW) outlining some of the organising that went on to ensure their stay was as successful as it could possibly be.

On April 18, 2000, eight Americans including Kyleigh Brown, Aakash Desai, Jennifer Miller, Nicole Pontoriero, Theo Williams, Lois Kowalski, Mike Nolan, and myself, Angela Del Vecchio, left their hometown of Bordentown, New Jersey, to go to a beautiful place called Australia. The whole crew managed to live through the two flights that took about a total of 19 hours, but all agree that land was the best thing that they have ever seen after being in a plane for so long. Most of us had been writing to all of the Australians over the computer, and to finally see the people we'd been talking to was a very exciting moment. After meeting with all of the Australians, we were ready to go. The first thing that we noticed different when we got to the parking lot was that the steering wheel was on the other side of the car, and also you drove on the other side of the street, so we got a quick lesson on how to cross the street so none of us would get hurt.

After a beautiful drive we stopped at Bondi Beach, and we were all amazed at how lovely the beach was compared to ours. Since we had a long day ahead of us we all got breakfast and our first Aussie meal. We then drove into Sydney and saw the Harbour Bridge (boy, isn't that big!), and the Opera House that all of us have been longing to see. We went shopping in town, and used Aussie money, which is very different than ours and much better looking.

Aakash, Mrs. K, Mr. Nolan, and I went to Ken and Sue Page's house to spend the night. Their house was absolutely gorgeous and nothing like any of our homes in Bordentown. These two people were very nice, and so was their daughter, Nicole. We had a fun few days while at their house because they were so hospitable. The following days we went to the Australian Reptile Park, where we saw real koalas and kangaroos (this was one of the very exciting things on the trip). After that we went to Old Sydney Town which was really neat. After our stay with Ken and Sue, we all drove to Ulladulla and stayed with Kat McCormack and Meg Purtell. We went to see the lorikeets, and we fed them. Even though we got scratches from them and got food all over us, we had a lot of fun. After that we went to Pebbly Beach and saw the wild kangaroos. Later that night we went to a carnival and it was really neat, because it was much like the ones we have back home.

Easter Day was really neat because the Easter Bunny or bunnies (Kat and Meg) woke us up. We first went to church, then we saw an Easter parade. At Narrawallee Inlet, we had a BBQ and played cricket on the beach, and that was tons of fun. I have never played the game before, and as soon as we started playing I instantly enjoyed myself. Later that night we had our first Aussie burger, which was very interesting, because it had beetroot in it and we do not eat it like that in America. Needless to say, none of the Americans really liked it. We also saw fireworks. The next morning we left Kate's to go to Neil Pharaoh's home in Canberra. Everything was planned to perfection, because Neil had every second accounted for. We saw the Old and New Parliament House, and everybody had to roll down the huge hill, of course. We went to Telstra Tower to see the sunset, but by the time we got to the top the sun had already set, but that is OK, because it was a beautiful sight anyway. The following day we had to wake up at 3:30 in the morning to go to the Anzac Day Dawn Service at the War

continued page 15...



First International Student Representative Conference

Building a Better Today

to be held in

Sydney, New South Wales, Australia.

The Olympic City

13 - 17 December 2000

Supported by:

The Professional Association of Student Representative Council Teacher Advisers

The New South Wales Department of Education and Training

The University of Sydney

The University of Newcastle, Central Coast Campus

National Association of Secondary School Principals, USA

NSW Federation of Parents & Citizens Associations

Canadian Association of Student Activity Advisers

Connect Magazine (Australia)



20 THINGS ADVISERS CAN DO

(Before, During and After the Conference)

BEFORE THE CONFERENCE

1. Assist in publicising the Conference and attracting as many student and adviser delegates as possible from many different countries, states and provinces. (Full registration deadline: 30 October 2000 / Day Registrations taken until 15 November)
2. Assist those student and adviser delegates in obtaining the necessary funds from the organisation they will be representing to cover at least the cost of registration and travel.
3. Organise fund-raising or assist in other ways to help those interested delegates from less affluent countries to get to the Conference.
4. Plan, submit and prepare any or all of the following for the program (and/or assist others, particularly students, to do so): workshops or roundtables on the issues of the first three days (1 hour as per themes: cultural diversity / critical issues for youth/environment); workshops & panels on processes: getting things done and education (1 hour sessions on Day 4); apply to be a member of a panel or a debate on any of the issues or processes (in workshop time or as part of a general session); prepare a display or an exhibit stall (rostered or unrostered) which highlights your programs or enterprises or culture (see separate attached sheet re Display material desirable).
5. Submit a paper about one of the issues or a successful project you have been involved with for publication with Conference papers or for Exhibit with contact details for people to get in touch with you. (Would need these by 30 September 2000) NB: A good suggestion if you are unable to come to the Conference.
6. Contact the organisers if you would like to assist with other aspects of organising this Conference
10. (if technologically inclined) Assist with the Internet/ Communications Centre on campus and help with efficient disbursement of email messages from delegates
11. (if skilled in parliamentary procedures and running good meetings) Offer to give support to those students whose job is to run the Student Forum on Day 5 where recommendations about the issues will be decided upon. These are then to be action planned afterwards and followed through to the United Nations and other international bodies
12. **Adviser Issues Forum** (Evening of Day 3): Take an active part in presenting recommendations that pertain specifically to the present and potential roles of we advisers in supporting and guiding student activities and civic actions. Consider, then nominate yourself to continue to be involved at this level after the Conference.
13. Assist with all arrangements by at all times maintaining a helpful adult presence, one which encourages maximum student and colleague involvement rather than inhibits it.
14. If and when called upon by the organisers to do so, assist in ways specified with billeting and catering and transport supervision.

AFTER THE CONFERENCE

15. Send back follow-up reports/evaluations/publicity from your area etc.
16. Get in touch with PASTA and your relevant association or education body about being a part of our annual Australian overseas student leadership tours, currently to the USA and Canada for their summer student leadership activities. Like the International Conference, these are wonderful professional development opportunities for advisers.
17. If overseas, consider hosting or having your school be a host school for the OZ visitors while they are in your country (as Bordentown, New Jersey High School Student Council did in 1999)
18. Volunteer yourself to be on the International Steering Committee to ensure that the 2nd International Student Representative Conference is held in Athens (or somewhere in Greece) in 2004, date of the next Summer Olympic Games.
19. Sign up your school, interest your Council and community groups, apply yourself to take advantage of the CSC - PASTA's unique Community Service Certificate Awards program to recognise and promote positive volunteer service to our schools and our communities. (And yes, this can be done internationally as well.)
20. Go To PASTA (Professional Association of SRC Teacher/ Advisers) Website for regularly updated information about this International Conference and all the other PASTA projects to support students and advisers within our schools and communities. Stay in touch and share your experiences with us on the web.

<http://hsc.csu.edu.au/pta/pasta/>

1st International Student Representative Conference

Wednesday - Sunday 13-17 December 2000

University of Sydney and University of Newcastle, Central Coast NSW, Australia

20 THINGS STUDENTS CAN DO

(Before, During and After the Conference)

EVERY STUDENT AND STUDENT COUNCIL/ YOUTH GROUP CAN DO THESE:

1. Assist in publicising the Conference and attracting as many student and adviser delegates as possible from many different countries, states and provinces. (Full registration deadline: 30 October 2000/Day Registrations taken until 15 November)
2. Study the preliminary program (regularly updated on PASTA's website) and make time to familiarise yourself from now until the Conference with the themes, issues and processes.
3. Submit a paper about one of the issues or a successful project you have been involved with for publication with Conference papers or for Exhibit with contact details for people to get in touch with you. (Would need these by 30 September 2000) NB: A good suggestion if you are unable to come to the Conference.
4. Contact the organisers to see which countries are unlikely to be represented. If you have or could make contacts in these countries, offer to do so and follow up the offer by seeking their participation in other ways besides sending delegates (papers, photos, displays, email communication during the Conference etc)
5. Contact the organisers to assist with other aspects of organising this Conference. There is valuable work you can do in your area even if your school or group does not have its own delegate representative.
6. registration. Student billeting (host families) for the nights of the Conference is included in your registration. Seek further funding for travel and incidental expenses from your District SRCs, State Associations, community groups and businesses.
7. Find out who the other delegates from your country or state or district are. Get in touch with them. Perhaps you can combine ideas with them to do something good for Item #13. Find out ALSO who you can represent beyond your school or group. Contact them about the themes and issues. Arrange for a visit. Call them up or email them. Create a sense that you are their representative even though you may come from a different school, different district, different state.
8. If you are a delegate, plan, submit and prepare any or all of the following for the program (work with your student council, your Advisers, your youth group, other SRC 2000 delegates): workshops or roundtables on the issues of the first three days (1 hour as per themes: cultural diversity/critical issues for youth/environment); workshops & panels on processes: getting things done and education (1 hour sessions on Day 4); apply to be a member of a panel or a debate on any of the issues or processes (in workshop time or as part of a general session); prepare a display or an exhibit stall (rostered or unrostered) which highlights your programs or enterprises or culture (see separate 'Exhibits & Displays' sheet re desirable material)

IF YOU ARE NOT A DELEGATE

1. If you are NOT a delegate, find out who is going from your country, your state, your district and get in touch with them. Share your ideas with them and give them what assistance you can to represent you as well. In particular assist them in their workshop/roundtable/performance presentations.
2. If you are NOT a delegate, convince your Student Council or youth group to help raise funds for others less fortunate to go. Those in less affluent countries in Africa, Asia, Latin America and Eastern Europe need your help to be represented. Ask the organisers which countries are unlikely to be represented and take on a project to get in touch with them to see if their views can be heard in other ways (papers, photos, displays; email correspondence before and during the Conference)
3. During the Conference, stay in touch by consulting the daily updates on the Conference website and by email. (If you want to, organise a chat session with your representatives.)
4. After the Conference, well, see what's being suggested for delegates as it applies to everyone.
5. If you are NOT a delegate, WHY NOT? (You still have until 30 OCTOBER 2000!)

IF YOU ARE A DELEGATE

1. If you are a delegate, raise funds from the organisation you will be representing to cover at least the cost of your registration (A\$500 = ca. US\$340) and travel. Representation is the ethic and guiding principle behind this Conference. If you are a true representative, then the school or group you represent has selected you or been persuaded by you to speak for them and report back to them. That school, student council or youth group should, therefore, be paying your

DURING THE CONFERENCE

1. Meet with your own country, state, province or district delegation in Home Rooms during registration times prior to formal start of each day (times as noted in the preliminary program details). Home Rooms will be decorated according to the various countries and states etc represented and also be used at other times of the program for mixed group meetings ("MELTING POTS")
2. Attend ALL aspects of the Conference. General Sessions are intended as joint student/adult functions, but workshops & roundtables will be designated specifically for students as well as for advisers and jointly.
3. As program time allows, make good use of the Internet/Communications Centre on campus and help with efficient disbursement of e-mail messages by letting others 'have a go'.
4. Student Forum ("THE MAIN EVENT" - Day 5): Take an active part in presenting recommendations that pertain specifically to your present and potential roles as citizens of the world and representatives of your country. Consider, then nominate yourself to continue to be involved at this level after the Conference.
5. Assist with all arrangements by at all times maintaining a helpful student presence, one which encourages maximum involvement, efficient use of resources and cooperative endeavour.

AFTER THE CONFERENCE

1. Send back follow-up reports / evaluations / publicity from your area etc
2. Get in touch with PASTA and your relevant association or education body about being a part of our annual Australian overseas student leadership tours, currently to the USA and Canada for their summer student leadership activities. Like the International Conference, these are wonderful educational opportunities for students and advisers.

<http://hsc.csu.edu.au/pta/pasta/>

Expression of Interest

to **ATTEND** and **PRESENT** at the 1st INTERNATIONAL STUDENT REPRESENTATIVE CONFERENCE Sydney, 13-17 December 2000

A. I wish to **apply** to attend the above Conference as a:

- ☐ 1. Student Representative
☐ 2. Adult Representative
☐ 3. Committee Member

**NB: A Conference for
Advisors as well as Students!**

B. The **name of the group** I will represent is:

C. My **position** in or role with this group is:

D. My/our **contact details** are as follows:

1. Mailing Address:

2. Phone/Fax and E-mail (if available):

E. I/We **DO/DO NOT** (*cross off whichever does not apply*) wish to **apply to do a presentation** on the theme of (*tick*):

- ☐ Celebrating Our Cultural Heritage (Day 1)
☐ Challenges Facing Young People in the 21st Century (Day 2)
☐ The Environment: Preserving Our Future (Day 3)
☐ The Media, Political Process and You (Day 4)
☐ Building a Better Today (Overall Conference Theme - Day 5 or any day)

F. *Please examine the draft program and send us your suggestions for the issues, resources and types of sessions you would like to see at this Conference.*

Upon confirmation of your application, a more detailed form will be sent to you for mutual exchange of further details.

What Does It Cost?

Registrations: A\$500 (ca. US\$350) per representative as funded by self, school or other representative group - **by July 31st**.

What Does Registration Include?

Host family accommodation for students. All programming, registration packets and resource materials, access to Internet Centre, meals and transport, and entry fees associated with the Conference program.

NB: Adult advisers coming for the Conference and/or accompanying student representatives need to arrange their own accommodation. On-campus accommodation and a list of recommended hotels will be available to all registered applicants outside the Sydney Metropolitan area.

Who's Invited?

- Any school student representatives of school governance and leadership groups from any country.
- Any adult advisers of these and other sorts of student and youth groups within education.
- Interested people of whatever age in youth leadership, participation and - especially - representation.

For further information, offers of assistance, papers, workshop proposals and delegate application forms, enquiries are to be directed to:

1st International Student Representative Conference

**1 Gladstone Street, Bathurst
NSW Australia 2795**

Phone: (02) 6332 2603 Fax: (02) 6332 2302

E-mail: ckingston@interact.net.au

<http://www.hsc.csu.edu.au/pta/pasta/>

Memorial. Though it was very cold (-2°C) the service was well worth the sacrifice of warmth. We then went to Cotter Dam and had breakfast on the grill (yummmmm). After breakfast we went to the Deep Space Communications Complex; that was a great site to see because the satellite dishes were so big. The next day we went to the American Embassy and toured the War Memorial. It was amazing how similar your Memorial was to ours, and it was very emotional seeing everything inside. We had a picnic, and were all saddened by the fact that this would be our last day with Neil.

The next day we went to Sydney and I stayed with Laura. We climbed down the Three Sisters Mountain, and only two other girls and I were brave enough to climb back up. There was a beautiful view that all of us will always remember. That night we went to the Easter Show at the Olympic Park. This was really cool because I have always wanted to see the Olympic Park. Fireworks that night were great, and everyone had a lot of fun. The next day was just all shopping, because it would be our last day in Australia. When we were leaving, everyone cried because we did not want to leave all of our friends, and we did not want to leave this beautiful country. All of us have learned many lessons on this trip, and the memories that we have cannot be counted. All of the people we met were incredibly nice and we told them that they should come visit some time. I miss everyone very much, and I hope that I can see all of them again.

Everything we saw was very interesting, and we all liked learning new things. There is only one thing that we all agreed we wished we could have change - to stay longer. Australia is a beautiful land and I know that I will visit again.

This is just a small version of my journal that I had while in Australia, so if anyone has any questions or comments for me, please feel free to e-mail me at Angela08505@hotmail.com

Angela Del Vecchio

PASTA MEMBERSHIP RENEWALS DUE

All memberships to PASTA are now due (as of July 1). Please use the Membership form - next page - to renew your membership. Remember that PASTA membership includes your subscription to *Connect*. Those not renewing memberships by August 15th will not receive the next issue of this newsletter.

In July last year, the second annual PASTA USA Tour spent a week in Bordentown, New Jersey. We stayed with the families of Bordentown Regional High School Student Council. As a group we were able to see the historical sites of the Eastern Coast of the USA. Whilst with them we had the opportunity to sit in on an American Student Council meeting. We saw the similarities and differences between an American and an Australian student council.

After the interaction with the students and the friendships that were made, we felt that in return for their generosity and hospitality that we would invite them to come and visit Australia and of course to see us!! They were here from the 19th to the 29th of April. In total 8 people came - 6 students and 2 adults.

In preparation for their arrival, many things had to happen. Numerous phone calls and e-mails to both America and various parts of Australia were necessary. Places needed to be organised for them to stay (fortunately we had plenty of help from Kat, Neil and Dave). Bus hire had to be arranged, plane schedules had to be checked out, as well as things for them to see and do once they got here. So that they would be able to see as much of NSW as possible in the short time they were here, a very busy schedule was planned. First they stayed on the Central Coast, then were driven down to Ulladulla for the Easter Weekend. They then went on to the nation's Capital, Canberra, followed by some time in Sydney and the Blue Mountains before returning home again. Because they would be touring all over NSW, it made sense for them to be staying with different students from the 2nd PASTA USA Tour.

Whilst on the Central Coast they stayed with me (1999 USA Delegate) and Ken and Sue Page (Tour Advisors). We had a very early start on the morning that they arrived, leaving for the airport at around 4.30am. The plane landed at 6.30am. After spending the morning in Sydney at the famous Bondi Beach and The Rocks we travelled back up the Freeway to Brooklyn for lunch on the water before stopping in at Gosford to collect the bus that would take us around NSW for the week. The students named the bus "BOB". The driver was another of the USA Tour Advisors - Ellen Sheerin. She did a fantastic job of driving us everywhere and her efforts were greatly appreciated by everyone.

During their time on the Central Coast, the New Jersey Group visited the Australian Reptile Park and Old Sydney Town. They were given guided tours at each of the places and were told the history and the attractions of the two sites. In the evening they were taken to Terrigal Beach for a swim and then to Ralph and Chris Murray's (another Advisor) house for dinner.

The following morning was another early rise as we drove down to Ulladulla for the Easter Weekend. Along the way we stopped at places like the Wollongong Lookout and Kiama.

Nicole Symonds

The PASTA Newsletter is edited by Ken Page and distributed bi-monthly as a supplement to *Connect* magazine.

Membership Form

I wish to apply to join/renew my membership
for the year ending 30th June, 2001

Title Given Names

Family or Institutional Name

Home/Postal Address

School/Business Address

Phone Number Home Work

Fax E-mail

Employing Authority

☐ NSW Department of School Education

☐ Other (please specify)

Area of Particular Interest ☐ Primary ☐ Secondary ☐ Tertiary

Membership (includes subscription to **Connect** magazine)

☐ Ordinary \$50 ☐ Student \$25 ☐ Overseas \$50

☐ Institutions \$80 ☐ Concessional \$25 ☐ Corporations \$100

☐ I enclose a cheque for \$ made payable to PASTA Inc.

OR

☐ Please debit my credit card for the amount of \$

Credit Card ☐ Bankcard ☐ Mastercard ☐ Visa

Please check your credit card number before sending this form

Signature Expiry Date

What does membership of PASTA offer you?

- Positive support for SRC teacher advisers
- Practical workshop ideas for use in schools
- Regular seminars, workshops and conferences at an Association, State and National level at reduced registration rates
- Regular newsletters and journals
- Training and development within the SRC area
- A support network for SRC advisers
- Access to SRC networks
- Special resources for students and teachers
- Opportunities to be involved in discussions on the future of SRCs at all levels
- Attendance at open meetings of PASTA which are held at the Joint Council Buildings, Corner Marion and Norton Streets, Leichhardt.
Phone: (02) 9564 3322; Fax: (02) 9564 2342

Mail subscriptions to:

PASTA Inc.,
c/- 12 Dyson Drive,
Norah Head
NSW 2263

**2000-2001
Memberships
NOW DUE**

Student Council Documents

In the last issue of *Connect* (#122, April 2000), Hambledon State P-7 School reported on aspects of their Student Council. It was reported that selection criteria for School Captains were issued to all year 7 students, and class lessons conducted on writing applications. The following are some of the documents developed for this process:



APPLICATION FOR SCHOOL CAPTAIN/HOUSE CAPTAIN POSITIONS

Name: Class:

Position applied for (tick):

- ☐ Boy's School Captain
☐ Girl's School Captain
☐ Sport House Captain

Role Description:

Candidates for School Captain/House Captain in 1999 have been asked to write to four selection criteria (SC). When writing to these criteria, please give examples of specific achievements you have made, and initiatives you plan to undertake if you are elected.

As a School Captain, you will be expected to perform such tasks as addressing the whole school on a regular basis as the student representative, organising events, coordinating student activities and questionnaires, participating at all levels of school activity as a role model for other students.

As a House Captain, you will be expected to assist House teachers and the HPE Specialist to organise sports events, coordinate House practices for athletics and ball games, keep records of House teams and practice times, lead other students by your example, show a responsible model of a good sporting attitude.

Skills Required:

The skills in these roles involve:

- having good leadership skills;
- communication skills with all people at the school - students and adults;
- good organisational and written skills for student council meetings, house meetings and school events;
- a positive attitude towards the responsibilities in carrying out the roles you will be expected to perform;
- willingness to participate in all school activities.

Selection Criteria:

Please write, in no more than 2 A4 pages, how you fit these selection criteria. Your application should be handed to your class teacher by Monday 8 February.

SC1 (Attitude)

Demonstrated commitment to the school through being a positive role model, exhibiting high standards of integrity, behaviour and involvement in school activities:

- positions of responsibility and trust held;
- demonstrated involvement in co-curricular activities;
- pride in personal presentation, including the way the school uniform has been worn;
- participation in, or support for school activities;
- attendance and behaviour in class.

SC2 (Communication)

Demonstrated ability to communicate effectively with students, teachers and others in the school community:

- positions of responsibility and trust eg coaching, refereeing, tutoring, student council, RCAs;
- participation in, and support for school activities;
- specific occasions where communication skills have been used eg Junior public speaking, addressing parades, speeches to other classes;
- participation in class discussion and oral activities.

SC3 (Organisation)

Highly developed organisational skills:

- time management skills;
- regular and punctual attendance at lessons, training, rehearsals;
- organisation of own school work, homework, sports practices.

SC4 (Leadership)

Demonstrated ability to encourage, support and inspire others:

- support for school activities;
- influential positions in school, teams and community;
- specific incidents when you encouraged, supported or inspired others.

Process:

You may apply for either or both of the positions, School Captain and/or House Captain. Your written application (not more than 2 A4 pages) addressing the four selection criteria must be completed and handed to your class teacher by Monday 8 February. You will need to obtain two (2) referees who are prepared to provide oral references for your application. Their names should be attached.

A school pre-selection committee consisting of Principal, Teachers and past students (School Captains

and House Captains) will evaluate and pre-select successful candidates. The successful candidates will deliver their campaign speeches in week 4 at School Assembly.

Elections for School Captain will be held on Thursday 25 February for all year 4-7 students. All students will have an opportunity to enrol and the election process will be supervised by the Queensland Electoral Office.

House Captains will be required to present their speeches at a later date, to their specific House groups.

Wise counsel beyond their year

Student representative councils are often a part of high school life, but councils in primary schools are considered novel. The high point of council life for young children may be its election, a benefit of which is teaching children how to vote. After that, the council goes flat.

Primary school student councils may contribute little to school life between elections but children are central to the school focus. They are the reason for our schools. Teachers and parents deal with issues about students. We canvass matters being considered for students. We look at management and organisation with students. Councils are a vehicle through which student input can be considered and included in school management matters.

The Leanyer School student council is a dynamic group that contributes in the caring-and-sharing strategy that is part of our school's operational thesis. Charlotte Blasch, a Year Seven council member, wrote that student councillors are imbued with the feeling of "being a part of the school. It's not that we just come here to learn and that's it. It gives us a sense that we are helping the school function."

The council operates under a code of ethics and is recognised as fully representative of student interests. It meets regularly, helps develop policy and accepts responsibilities for school function. Election is a beginning, not an end.

High expectations are held of councillors. Honesty, trustworthiness, friendliness, helpfulness, good manners, clear speech and fairness in dealing with other are qualities asked of them. So is their preparedness to help younger students.

Leanyer is a large preschool and primary school of 550 students. Our playground is not segregated. Anyone can play anywhere at any time.

Council members remind children of their rights and obligations towards each other. It's a case of living that example as well as talking about expectations.

Group meetings are in its own time and are productive and focused on an outcome. Councillors represent the needs of the school body corporate and are there for everyone.

Members help develop Leanyer's action plan for school improvement. They help develop and refine school rules, practices and procedures. They are responsible for all visitors' itineraries, from the Chief Minister of the Northern Territory down. They are rostered to run our front office and administration area during recess and lunch breaks. They train and work with others not on the council. The group is responsible for coordinating school assemblies.

The group also plans fundraisers, including walkathons, spellathons and student discos. Identified projects are financed from funds raised. The council has raised more than \$30,000 for playground equipment in recent years and has raised dollars for information technology development. The group coordinated a raffle following the Katherine floods in 1998, with more than \$12,000 raised and donated to area schools.

Those elected lead by example and help maintain tone, morale and school atmosphere. Jessica Li, a Year Six councillor, says: "I like being on the SRC because I feel responsible, proud, and [have] a funny, happy feeling inside. The best thing about being on the SRC is being yourself and taking pride. Leanyer's school motto is 'together as one' and that's what we are."

I have worked with primary school student councils for 19 years. A model has evolved that encourages children to become part of our decision-making processes. This sharing works if school leaders recognise the value of children's opinions and contributions. Those who believe in the abilities of children to be peer leaders have access to a powerful source of talent.

Student councils mean that caring, sharing, problem-solving and celebration become experiences inclusive of all stakeholders, teachers, parents and the children. Students are not excluded. We are all winners.

Henry Gray

Henry Gray is the principal of Leanyer School, Leanyer Drive, Leanyer NT 0812.

Reprinted from The Australian, Monday May 1 2000, page 15

The New Basics

The **New Basics Project** operating in Queensland State Education is an attempt to respond to concerns raised by teachers, parents, students and school administrators. These concerns centred around the appropriateness of current curriculum, pedagogy and assessment in today's rapidly changing world. The New Basics are conceptualised as one part of a triad where reciprocal relationships exist between the **New Basics**, **Productive Pedagogies** and **Rich Tasks**.

"The New Basics necessitate the adoption of Productive Pedagogies and are not deliverable without significant shifts in pedagogy. The New Basics and Productive Pedagogies necessitate rich and authentic assessment. The Rich Tasks exemplify and drive key elements of the new approaches" (*Education Queensland*, 2000, p.4).

There are two parts to the New Basics Project: a focus on Years 1-9 (the New Basics proper) and Years 10-12 (Pathways Project). The project "is about

dealing with new student identities, new economies and workplaces, new technologies, diverse communities and complex cultures" (*Education Queensland*, 2000, p.2). Rather than seeing rapid change, popular culture, mass media, technology, and students' boredom as problems that will go away, the New Basics Project regards them as part of our world and therefore the focus of basic skills building, data analysis and collection, debate and higher-order thinking.

The focus for school staff is on the knowledges, skills and discourses required for 'new times': better, simpler and more effective linkages between curriculum, pedagogy and assessment. 38 trial schools are participating in the project. The New Basics act as curriculum organisers and are organised in four clusters - Environments and technology, active citizenship, multiliteracies and communications media, and life pathways and social futures.

Lisa Hunter

References

Education Queensland (2000). New Basics: Theory into Practice. Developmental draft.
<http://education.qld.gov.au/corporate/newbasics/html/tnbtip.html> (1-12)

South Australia

YPAG Youth Participation Action Group

It has been a busy few weeks for YACSA's Youth Participation Action Group (YPAG). We are one of four policy and advocacy groups (or PAGs) which advise the Youth Affairs Council of South Australia on issues of concern present in specific areas related to YACSA's work.... Our membership is open to everyone under 25 years of age...

During Youth Week, many members of YPAG were asked to speak about issues of concern to young people. Ben, Penelope and Michelle travelled to Gawler to encourage the youth of the area to take action on their own behalf when they realised changes to their area were needed. I was fortunate enough to speak on the Adelaide City Council's first ever youth policy at *Passion in the Square*, a youth event in Victoria Square. YPAGers discussed the difficulty some of us have with public speaking and decided that those who are to be placed in these positions should have access to other members of the group with more experience in the area for advice and peer support...

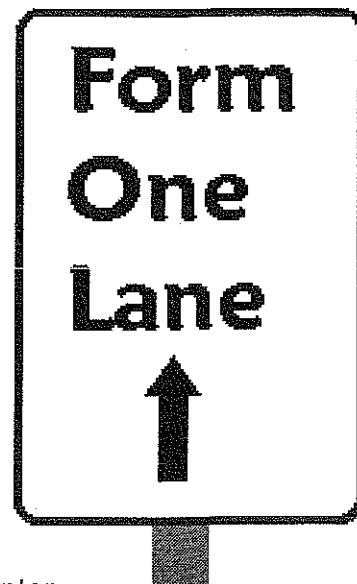
The original role of YPAG when it was formed 18 months ago was to provide peer support for young people involved in the 'Young People on Boards and Bodies Participation Project' initiated by the former Minister for Education, Bob Such, in 1996. This has changed very significantly over time, and now YPAG provides advice for YACSA on a variety of issues that are of concern to young people. The Youth Participation and Action Group acts as a crucial link between YACSA and young people to ensure that our views are being taken into account when decisions are being made about us...

We will be having a planning day to decide exactly what we want to do with YPAG... The choice is ours, as it should be when encouraging youth to speak for themselves.

Simon Perrie

from **YACSAround** 2/00, May/June 2000
YACSA, GPO Box 2117, Adelaide SA 5001
E-mail: yacasa@yacsa.com.au

Form One Lane: The Report is Out!



Form One Lane, a Professional Development Seminar for SRC Teacher Advisers, was held on 31 March of this year. The previous edition of *Connect* had an account of the day, along with some of the feed back from the seminar.

Jointly run by the Eastern Region Student Council and PASTA - Victoria, the seminar had 40 participants, some of them secondary students from SRCs. For the most part, the presenters of the various seminars and workshops believe that there are no answers to the problems that SRCs face that aren't already in our heads right now. The key to unlocking them is to have the opportunity to share experiences, bounce ideas around and see what we come up with as a group. As a testament to the participants' enthusiasm, there was an unbelievable amount of ideas brought up. Truly a creative and inspired group.

The program ran two sessions that all the participants covered together. One of these sessions was predominantly an information session where we set out all the possible avenues and resources that are open to SRCs, with discussion on what resources don't currently exist but should. The other session really got the brain working, looking at actually defining what the SRC was and what it should be about: what are the roles of the people involved.

Following are some excerpts from the session as outlined in the report:

"What is an SRC?"

What is an SRC's role?

1. Fundraising – for itself, school, charities
2. To put on social events
3. To be a presence in the community

What are an SRC's goals?

1. Empowering students
2. Being fully representative
3. Being a self-regulating consistent SRC

How does the SRC achieve these goals?

1. Committee structure
2. Get all students involved
3. Students training students
4. Orientation process for SRC reps
5. Find the system that best fits the school

What is the teacher's role?

1. Be a mentor
2. Be the driving instructor
3. Staff representation
4. Realist influence

Breaking down into smaller discussion groups we covered three workshops:

- SRCs and School Administrations working together
- The SRC Image Problem
- SRC Utopia

The following are some excerpts from the outcomes as outlined in the report:

The SRC Image Problem

After running through a formula for identifying the different groups that receive the SRC image and the form the image takes for each different group, the workshop discussed the image to be projected to a) the student body, b) the school administration and staff, c) parents and the community.

For the student body the SRC image should be:



Fun



Responsible



Motivated



Ambitious

NOT:



Dull



Teachers' pets

Some strategies:

1. Regularly get a message in at staff briefings;
2. Constant communication is important;
3. Take negative comments and turn them into positive ideas;

- e. SRC allows any student to join a sub-committee that they're interested in;
- f. Secretary circulates agendas in advance;
- g. Publicise everything the SRC does. Bombard the school with posters etc.

Now, the report is out, filled with ideas and possible strategies for an SRC to try; the above has been just a tiny sample. The report is available to anyone interested - just contact:

David Mould, Seminar Manager
22 Menzie Gve
Ivanhoe 3079

Phone: 9499 2755

Mob: 0412 743 951

or e-mail: erscstudent@hotmail.com

NEWS FLASH

Due to the success of **Form One Lane** and the high demand to repeat it, a second Professional Development Seminar will be held on **August 24th**, at **LaTrobe University**.

All Victorian SRC Teacher Advisers will be receiving this information in the mail or in this issue of **Connect**. SRC members and Primary School JSC Teacher Advisers are also most welcome; everyone can get something from this seminar. This will be a slightly more advanced seminar so for those who went to the first, you will be most pleased with the second as well.

Cost: \$45.00

Contact: David Mould (left)

The Victorian State SRC: An Update

Two years ago, the Eastern Region Student Council was formed, with plans for establishing networks of SRCs right across Victoria. In those two years, the Eastern Region Student Council has remained completely independent and student run, putting on many great events: conferences, an awards night, and several SRC Forums. It could presently be considered the strongest of the existing SRC Networks, covering the eastern suburbs of Melbourne, from Kew to Healesville.

In November 1999, the Northern Region SRC began, covering the Northern Metropolitan Suburbs. And in the last few weeks, there have been very positive movements from students in the west of Melbourne to establish their own SRC networks, which are progressing nicely.

Whilst there used to be a network existing in these suburbs for Government Schools, supported by the Department of Education, with recent changes to positions within the Department, this network has not been sustained and has effectively ceased altogether. Just recently, students from Cranbourne Secondary College have begun planning for a regional conference to revitalise their SRC Network and include private schools too.

This gives us all of Melbourne with either existing and stable networks or developing networks that are now well supported.

Country Victoria has considerably greater difficulties due to the larger distances that need to be travelled for a single meeting. A Gippsland SRC Network has existed off and on for the past few

years, and is currently in the process of rebuilding with new support and resources. The same is true of the schools in the Wangaratta area. In Ballarat, Bendigo, Warrnambool and Geelong, though nothing appears to have happened yet, a large number of students have begun organising with a vision to establish networks in their areas.

This provides most of Victoria with a prospective SRC Network.

You'll notice that the pattern has often been for short-term existence only for any given network. So what will be different now?

The answer is that as every network establishes, they do not do so alone. They have the benefit of existing regions to fall back on, with all the students across the state working together as a team, rather than separately.

The networks are not sponsored or controlled by any organisation which may lose interest at any given time, but by the students involved, and there are committed adult supporters present to help the networks continue to exist.

To find out which region you are in, who to contact to get involved, or for any other information and assistance:

e-mail: Vicstatesrc@hotmail.com

Or write to:

Victorian State SRC
C/- 22 Menzie Gve
Ivanhoe 3079

David Mould

News and Reviews

8th Meeting of the International Democratic Education Conference (IDEC 2000)

July 9 -15, 2000

National Olympic Memorial Centre
Tokyo, Japan

Hosted by Tokyo Shure

Contact:

Kageki Asakura, Tokyo Shure, 2-11-8 Kishimachi,
Kita, Tosko, Japan; phone: +81 3 33903135

UK Study on Student Councils

A research study into the effectiveness of student councils (they refer to them as school councils) in relationship to citizenship education, is being undertaken in the UK. The brief includes issues around democratic schooling. This is a qualitative study: two detailed case studies (one primary, one secondary) using observations, semi-structured interviews and documentation analysis. In both cases, they are focusing on student councils in the context of whole school democratic structures and practices. Result are due in September. For more information, contact Sally Inman on inmansj@sbu.ac.uk

Mailing List: HSReform-Talk

This mailing list is based with the New Urban High School Project in the USA, and has some interesting discussions related to high school reform.

Here are some of the questions the discussion has considered:

- How can we create more personalised, compassionate learning environments in our schools?
- How do we make large schools small?
- How do we build a sense of community in schools;
- How do we make sure every student is known well by at least one adult in the school?

If you'd like to become a member of HSReform-Talk, send a blank e-mail to:

join-hsreform-talk@lists.bpic.org

or go to the home page on the web:

<http://lists.bpic.org>

For more information, visit the NUHS web site:
<http://www.bpic.org> or contact Kristi Edwards at info@bpic.org

Sue James

Peer Support Seminar

Youth moving towards peaceability
in their communities

Wednesday 26 July 2000

9.00 am - 5.30 pm

Fullarton Park Community Centre,
Fullarton, SA

This seminar aims to bring together young people, youth workers, teachers and other adults to share strategies and practices which empower young people to:

- have increasing control of their own lives;
- build and sustain positive, supportive relationships;
- support each other, particularly during the tough times;
- further develop an understanding of a shared responsibility for safe communities;
- live peaceably within their community.

There will be a number of guest presenters including school students (Dion Campbell, year 12 student; year 9 and 10 drama students from Scotch College), peer educators (the 'Inside Out' project; Troy Casey and Nathan Checkers - the Relationship Violence 'No Way' project), teachers (Ken Hausner, school counsellor; Urrbrae HS Big Brother/Big Sister program) and academics (Barbara Leckie, University of SA) who will heighten our understanding of youth issues and share practical ideas about what we can do to support them in promoting positive alternatives to violence.

Contact: Mission Australia: (08) 8223 5428

Teaching for Democratic Empowerment and Resistance

Annual Institute for Democracy in Education Conference

Friday and Saturday, October 6 and 7, 2000
at Ohio University, Athens, Ohio, USA

For more information, contact:

The Institute for Democracy in Education
McCracken Hall
College of Education
Ohio University
Athens OH 45701 USA

Clearinghouse

Local and Overseas Publications Received

Connect receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us on:

(03) 9489 9052 or (03) 8344 9637

Australian:

AYF Annual Review (Australian Youth Foundation, East Sydney, NSW)

Curriculum Perspectives (ACSA, Deakin West, ACT) Vol 20, No 1; April 2000

Network News (Network of Community Activities, Surry Hills, NSW) April 2000

Other Ways (AERG, Chirnside Park, Vic) Issue 84, June 2000

Rights Now (National Children's and Youth Law Centre, UNSW, NSW) April 2000

Starlink (Victoria University, Vic) Issue 39, March 2000

Youth Studies Australia (ACYS, Hobart, Tas) Vol 19 No 2, June 2000

International:

Education Now (Nottingham, UK) Issue 28, Summer 2000

The Education Revolution (AERO, New York, USA) #29, Spring 2000

Ice Breakers (NASSP - Department of Student Activities, USA) Team-building Guide for Student Activity Advisers

Leadership (NASSP - Department of Student Activities, USA) Vol 28 Nos 8, 9; April, May 2000

Is Your Connect Subscription Up-to-date?

The number on your **Connect** label tells you the issue with which your subscription expires. Please renew promptly - renewal notices cost us time and money!

STUDENT PARTICIPATION SUPPORT MATERIALS AVAILABLE

See the back page of this issue
of *Connect* for listings
and order form



Documents

The documents listed in this column are of general background value. A photocopy is available for research purposes. The length and cost (to cover copying and postage) is listed. Please order by code number.

A full, computerised index of these documents is now available from **Connect** for \$3; this can be accessed and printed by topic, key-word etc or simply sequentially.

Code Description/Pages/Cost

- 467 **Breaking ground in inclusive conference practices with young people** (Kirstie Gale, Sarah-Lynn Hills, Desima Moulds and Kathleen Stacey; from *The International Journal of Children's Rights* 7: 259-275, 1999) (9 pp; \$1.00)
- 468 **Classroom questionnaires as a basis for student negotiation** (Steve Wilson; presented at the Middle Years of Schooling Forum, November 1999, Perth, WA; the full text, including checklists, of article from *Connect* 121: 19-24, February 2000) (12 pp; \$1.20)
- 469 **Year 9 Centre** (Beaconhills Christian College Victoria - includes material on 'negotiated classrooms'; 1998-9) (34 pp; \$3.40)
- 470 **Schooling for Democracy: Issues on Student Participation** (Steve Wilson; from *Youth Studies Australia* Vol 19, No 2, June 2000) (7 pp; \$1.00)
- 471 **Student Action Teams Newsletter 2** (Youth Research Centre, University of Melbourne, May 2000) (8 pp; \$1.00)
- 472 **Civics and Citizenship Education: Victorian Grants Schools Program - Newsletter 2** (Youth Research Centre, University of Melbourne, May 2000) (8 pp; \$1.00)

Democracy Starts Here:

Junior School Councils at Work

Descriptions and practical information about active citizenship in primary schools
\$7 a copy (posted); \$12 for 2 copies

Friends of Connect



By subscribing at a higher rate, the following have helped keep **Connect** going. We gratefully acknowledge receipt of the following contributions since the last issue of **Connect**:

Supporting Subscribers (\$50 pa):

Tony Knight

North Carlton (Vic)

Copy or use this form to subscribe to *Connect*
and to order materials from *Connect*:

Connect

ABN: 98 174 663 341

To: CONNECT, 12 Brooke Street, Northcote 3070 Victoria Australia

From: Name:

Address:

Postcode:

SUBSCRIPTIONS:

I/we enclose a new/renewal subscription to **CONNECT**:

\$

(circle amount)

1 year 2 years

- | | | |
|--|--------|-------|
| • an individual or personal subscription | \$20 | \$40 |
| • a primary/secondary school student subscription | \$ 5 | \$10 |
| • an organisational (school, library etc) subscription | \$30 | \$60 |
| • a student organisation (SRC, JSC etc) subscription | \$10 | \$20 |
| • a supporting/sustaining subscription | \$50 | \$100 |
| • a lifetime subscription: ... forever: ... | \$1000 | |

I/we also enclose a further **donation** to the work of **CONNECT** of

\$

MATERIALS:

Back issues of CONNECT (\$4 single; \$6 double issue). Circle issue/s required:

\$

1, 2, 3, 4, 5, 6/7, 8, 9, 10, 11, 12, 13/14, 15, 16, 17, 18, 19, 20, 21, 22/23, 24, 25, 26, 27/28, 29, 30, 31, 32, 33, 34, 35, 36, 37/38, 39, 40, 41, 42, 43, 44, 45, 46/47, 48, 49, 50, 51/52, 53, 54/55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65/66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77/78, 79, 80, 81, 82, 83, 84, 85/86, 87, 88, 89, 90, 91, 92, 93, 94, 95/96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106/107, 108/109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123

- Cross-referenced index to contents of *Connect* back issues (\$3)

\$

Miscellaneous Resources:

- Students and Work - 1985 Connect reprint booklet #5 (\$5)
- 'Youth Radio' issue of 3CR's **CRAM Guide** (1985) (\$1)
- Democratic Decision Making in Schools - Victorian PEP (1987) (\$3)
- Democracy Starts Here! Junior School Councils at Work (1996) (\$7 or \$12 for two copies)

\$

\$

\$

\$

Foxfire Resources:

- Sometimes a Shining Moment (Wigginton) (\$25)
- Foxfire: 25 Years (Doubleday) (\$25)
- A Foxfire Christmas (Doubleday hardcover) (\$25)
- Shining Moments - Foxfire video (1 hour) (loan for 1 week: \$5)

\$

\$

\$

\$

Documents:

- Photocopies of the following documents:
- Cross-referenced Index to photocopies of documents (\$3)

\$

\$

(all prices include postage and packaging)

TOTAL ENCLOSED:

\$